

## Text of Proposed Revisions to 19 TAC

### Chapter 241. Principal Certificate

#### §241.1. General Provisions.

- (a) Due to the critical role the principal plays in campus effectiveness and student achievement, and consistent with the Texas Education Code (TEC) ~~and~~ §21.046(c), the rules adopted by the State Board for Educator Certification ~~will~~ ensure that each candidate for the Principal Certificate is of the highest caliber and possesses the knowledge and skills necessary for success.
- (b) As required by the TEC ~~and~~ §21.046(b)(1)-(6), the standards identified in §241.15 of this title (relating to Standards Required for the Principal Certificate) emphasize instructional leadership; administration, supervision, and communication skills; curriculum and instruction management; performance evaluation; organization; and fiscal management.
- (c) An ~~Each~~ individual serving as a principal or assistant principal is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research as related to both campus leadership and student learning is essential.
- (d) The holder of the Principal Certificate issued under the provisions of this chapter may serve as a principal or assistant principal in a Texas public ~~elementary, middle, or secondary~~ school.

#### §241.5. Minimum Requirements for Admission to a Principal Preparation Program.

- (a) Prior to admission to an educator ~~a~~ preparation program leading to the Principal Certificate, an individual must hold a baccalaureate degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board .
- (b) An educator preparation program ~~Preparation programs~~ may adopt requirements for admission in addition to those required in subsection (a) of this section ~~and~~ .
- (c) The educator preparation program ~~entity~~ shall implement procedures that include screening activities to determine the candidate's appropriateness for the Principal Certificate as identified in Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates) .
- ~~(d) Each preparation program must develop and implement specific criteria and procedures that allow admitted individuals to substitute experience and/or professional training directly related to the standards identified in §241.15 of this title (relating to Standards for the Principal Certificate) for part of the preparation requirements.~~

#### §241.10. Preparation Program Requirements.

- (a) The standards identified in §241.15 of this title (relating to Standards Required for the Principal Certificate) and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs) shall be the curricular basis for an educator preparation program ~~programs~~ preparing candidates ~~individuals~~ to be principals. The educator preparation program ~~Entities~~ shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the educator preparation program based on the standards identified in §241.15 of this title.
- (b) The principal preparation program shall include a ~~Structured,~~ field-based practicum ~~with experiences at diverse types of campuses must be focused on actual experiences with each of the standards identified in §241.15 of this title~~ whereby a candidate ~~candidates~~ must demonstrate proficiency in each of the standards identified in §241.15 of this title .
- ~~(c) An educator preparation program may develop and implement specific criteria and procedures that allow a candidate to substitute related experience and/or professional training directly related to the standards identified in §241.15 of this title for part of the preparation requirements.~~

**§241.15. Standards Required for the Principal Certificate.**

- (a) Principal Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program [programs] in the development of curricula and coursework and [will be used] by the State Board for Educator Certification as the basis for developing the examinations [assessments] required to obtain the standard [Standard] Principal Certificate. The [These] standards [must] also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).
- (b) Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness [ ] and in an ethical manner. At the campus level, a principal understands, values, and is able to:
- (1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors ; [ ]
  - (2) implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics [and Standards Practices for Texas Educators] ) ; [ ]
  - (3) model and promote the continuous and appropriate development of all learners in the campus community ; [ ]
  - (4) promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community ; and [ ]
  - (5) articulate the importance of education in a free democratic society.
- (c) Learner-Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:
- (1) create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff ; [ ]
  - (2) ensure that parents and other members of the community are an integral part of the campus culture ; [ ]
  - (3) use [utilize] strategies to ensure the development of collegial relationships and effective collaboration of campus staff ; [ ]
  - (4) respond appropriately to the diverse needs of individuals within the community in shaping the campus culture ; [ ]
  - (5) use [utilize] emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision ; [ ]
  - (6) facilitate the collaborative development of a shared campus vision that focuses on teaching and learning ; [ ]
  - (7) facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated ; [ ]
  - (8) align financial, human, and material resources to support the implementation of the campus vision ; [ ]
  - (9) establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision ; [ ]
  - (10) support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities ; and [ ]

- (11) acknowledge, recognize, and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.
- (d) Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:
- (1) collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that [which] addresses staff needs and aligns professional development with identified goals ; [ ]
  - (2) facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts ; [ ]
  - (3) ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources ; [ ]
  - (4) implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff ; [ ]
  - (5) use [utilize] formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff ; [ ]
  - (6) diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members ; and [ ]
  - (7) engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills [ ] and to model lifelong learning.
- (e) Learner-Centered Communications and Community Relations. A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. At the campus level, a principal understands, values, and is able to:
- (1) demonstrate effective communication through oral, written, auditory, and nonverbal expression ; [ ]
  - (2) use [utilize] effective conflict management and group consensus building skills ; [ ]
  - (3) implement effective strategies to systematically gather input from all campus stakeholders ; [ ]
  - (4) develop and implement strategies for effective internal and external communications ; [ ]
  - (5) develop and implement a comprehensive program of community relations , which uses [utilizes] strategies that will effectively involve and inform multiple constituencies, including the media ; [ ]
  - (6) provide varied and meaningful opportunities for parents to be engaged in the education of their children ; [ ]
  - (7) establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals ; and [ ]
  - (8) respond to pertinent political, social, and economic issues that exist in the internal and external environment.
- (f) Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:
- (1) implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment ; [ ]

- (2) gather and organize information from a variety of sources for use in creative and effective campus decision making ; [ ]
  - (3) frame, analyze, and creatively resolve campus problems using effective problem-solving [~~problem solving~~] techniques to make timely, high-quality [~~high quality~~] decisions ; [ ]
  - (4) develop, implement, and evaluate change processes for organizational effectiveness ; [ ]
  - (5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment ; [ ]
  - (6) apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs ; [ ]
  - (7) acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities ; [ ]
  - (8) collaboratively plan and effectively manage the campus budget ; [ ]
  - (9) use [~~utilize~~] technology to enhance school management ; and [ ]
  - (10) use [~~utilize~~] effective planning, time management, and organization of work to maximize attainment of school district and campus goals.
- (g) Learner-Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:
- (1) use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning ; [ ]
  - (2) facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs ; [ ]
  - (3) facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision [~~of curriculum~~] to ensure appropriate scope, sequence, content, and alignment ; [ ]
  - (4) facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum ; and [ ]
  - (5) facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs.
- (h) Learner-Centered Instructional Leadership and Management. A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:
- (1) facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice ; [ ]
  - (2) facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students ; [ ]
  - (3) implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs (i.e., guidance and counseling programs and services); [ ]

- (4) use ~~utilize~~ interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals ; [z]
- (5) facilitate the use and integration of technology, telecommunications, and information systems to enhance learning ; [z]
- (6) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning ; [z]
- (7) facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs ; and [z]
- (8) acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning.

**§241.20. Requirements for the Issuance of the Standard Principal Certificate.**

To be eligible to receive the standard Principal Certificate, a candidate must:

- (1) successfully complete the appropriate examinations required under Chapter 230, Subchapter B, of this title (relating to Assessment of Educators);
- (2) hold **.at a minimum.** a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board;
- (3) hold a valid classroom teaching certificate;
- (4) have two creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2); and
- (5) successfully complete a principal preparation program that meets the requirements of §241.10 of this title (relating to Preparation Program Requirements), §241.15 of this title (relating to Standards Required for the Principal Certificate), Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates), and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs).

**[§241.20. Requirements for the First-Time Principal in Texas.]**

- ~~[(a) Principals or assistant principals employed for the first time as campus administrators (including the first time in the state) shall participate in, at least, a one-year induction period.]~~
- ~~[(b) The induction period should incorporate the assessment and professional growth requirements contained in §241.30 (b) of this title (relating to Requirements to Renew the Standard Principal Certificate).]~~
- ~~[(c) The induction period should be a structured, systemic process for assisting the new principal or assistant principal in further developing skill in guiding the everyday operation of a school, adjusting to the particular culture of a school district, and developing a personal awareness of self in the campus administrator role. Mentoring support must be an integral component of the induction period.]~~

**§241.25. Requirements for the First-Time Principal in Texas.**

- (a) A principal or assistant principal employed for the first-time as a campus administrator (including the first time in the state) shall participate in an induction period of at least one year.
- ~~[(b) The induction period should incorporate the principal assessment and professional growth requirements contained in §241.35 of this title (relating to Principal Assessment).]~~
- (b) ~~(e)~~ The induction period should be a structured, systemic process for assisting the new principal or assistant principal in further developing skills in guiding the everyday operation of a school, adjusting to the

particular culture of a school district, and developing a personal awareness of self in the campus administrator role. Mentoring support must be an integral component of the induction period.

**§241.25. Requirements for the Issuance of the Standard Principal Certificate.**

[To be eligible to receive the Standard Principal Certificate, the individual must:]

- [(1) — successfully complete the assessments required under Chapter 230, Subchapter A of this title (relating to Educator Assessment);]
- [(2) — hold a master's degree from an accredited institution of higher education; and]
- [(3) — have two years of creditable teaching experience as a classroom teacher, as defined by Chapter 230, Subchapter Y of this title (relating to Definitions).]
- [(4) — successfully complete a principal preparation program that meets the requirements of §241.10 of this title (relating to the Preparation Requirements) and §241.15 of this title (relating to the Standards for the Principal Certificate) of this subchapter.]

**§241.30. Requirements to Renew the Standard Principal Certificate.**

- (a) An [Each] individual who holds a standard principal or mid-management administrator certificate [the Standard Principal or Mid-Management Certificate, issued on or after September 1, 1999;] is subject to Chapter 232, Subchapter B, [R] of this title (relating to Certificate Renewal and Continuing Professional Education Requirements) [except that 200 hours of continuing professional education must be completed every five years] .
- (b) To satisfy the requirements of this section, an individual must complete 200 clock-hours of continuing professional education every five years directly related to the standards in §241.15 of this title (relating to Standards Required for the Principal Certificate).
- (c) An individual who holds a valid Texas professional administrator certificate issued prior to September 1, 1999, may voluntarily comply with the requirements for continuing professional education in this section.
- [(b) — Individuals holding the Standard Principal Certificate or Standard Mid-Management and who are employed as a principal or assistant principal must select an assessment from the list approved under §241.35 of this title and should participate in the assessment the first year of employment as a principal or assistant principal. Follow up assessments should be completed in the first year of each five year period of employment. The individual is solely responsible for selecting the assessment used to satisfy the requirements of this subsection.]
- [(c) — Based on the results of the assessment required under subsection (b) of this section, each individual shall develop a professional growth plan which is directly related to the standards identified in §241.15 of this title (relating to Standards for the Principal Certificate), and must allow for the prioritization of professional growth needs.]
- [(d) — Consistent with TEC §21.054(b), the results of the individual assessment and the professional growth plan shall be used exclusively for professional growth purposes, and may only be released with the approval of the individual assessed.]
- [(e) — An individual who holds a valid Texas professional administrator certificate issued prior to September 1, 1999, and who is employed as a principal or assistant principal or fulfills the functions of a principal or assistant principal:]
  - [(1) — must complete an assessment approved under §241.35 of this title (relating to Assessment Process Definition and Approval of Individual Assessments) and develop a professional growth plan as described in subsection (c) no later than August 31, 2004 and once in each subsequent five year period of employment as a principal or assistant principal; and]
  - [(2) — may voluntarily comply with the requirements of subsection (a) under procedures adopted by the executive director under Subchapter R, §232.810 of this title (relating to Voluntary Renewal of

~~Current Texas Educators). The executive director shall report to the employing school district those individuals who choose to renew under this subsection.]~~

~~[(f) — An individual who holds a valid Texas professional administrator certificate issued prior to September 1, 1999, and who is not employed as an assistant principal or principal may voluntarily comply with the requirements of this section under procedures adopted by the executive director under Subchapter R, §232.810 of this title.]~~

**[§241.40. Implementation Dates.]**

~~[(a) — September 1, 1999 — §241.1 of this title (relating to General Provisions); §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate); and §241.35 of this title (relating to Assessment Process Definition and Approval of Individual Assessments).]~~

~~[(b) — September 1, 2000 — §241.5 of this title (relating to Minimum Requirements for Admission to a Principal Preparation Program); §241.10 of this title (relating to Preparation Requirements); and §241.15 of this title (relating to Standards for the Principal Certificate); §241.25(1) and (2) of this title (relating to Requirements for Issuance of the Standard Principal Certificate).]~~

~~[(c) — September 1, 2001 — §241.25(3) of this title.]~~

~~[(d) — September 1, 2002 — §241.20 of this title (relating to Requirements for the First Time Principal in Texas).]~~